



## Teacher Effectiveness for Language Learning Framework

### PLANNING

*How do I maximize student learning through my instructional planning?*





## Teacher Effectiveness for Language Learning Framework

### TEACHING THE LESSON

*Which high-yield strategies help my students achieve the daily performance objectives?*



# PLANNING AND TEACHING



## Languages in a World-Class Elementary School Program



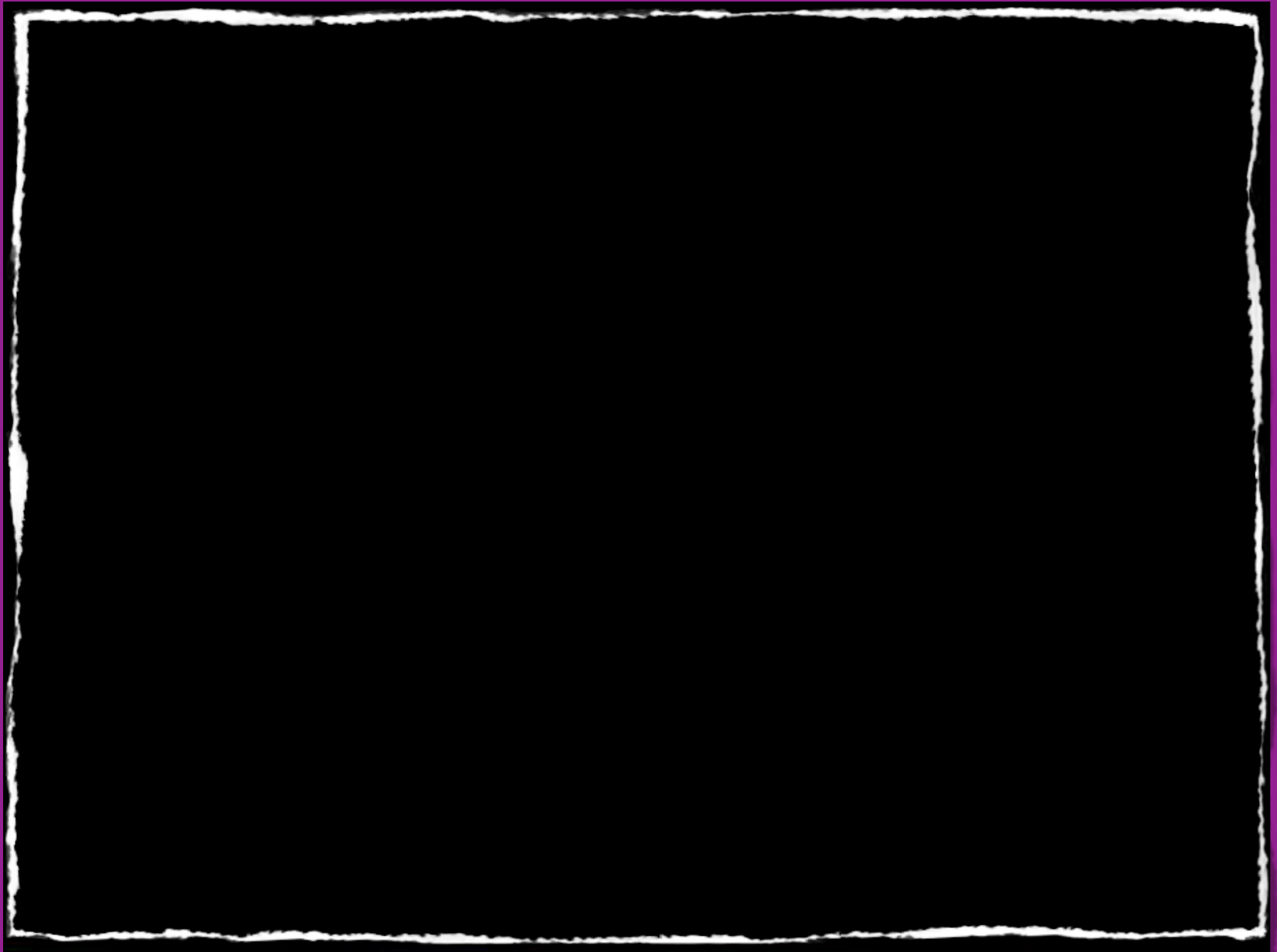
# Schools and districts that are really moving forward in foreign language education . . .

1. Setting proficiency targets
2. Designing instructional pathways to reach those targets
3. Testing (internally and externally) to see if they are hitting them

# Backward Design



Some voices from from the  
field . . .



In the absence of Backward Design  
as an organizing principle . . .

how is instruction usually  
planned?



## Traditional Planning

- ❖ Goals & Objectives
- ❖ Activities
- ❖ Assessments

## Backward Design

- ❖ Goals & Objectives
- ❖ Assessments
- ❖ Activities

# Advantages ??



**Teach, test and hope for the best.**

**Grant Wiggins**



# 3 Stages to Backward Design





So, what *is*  
Backward Design?

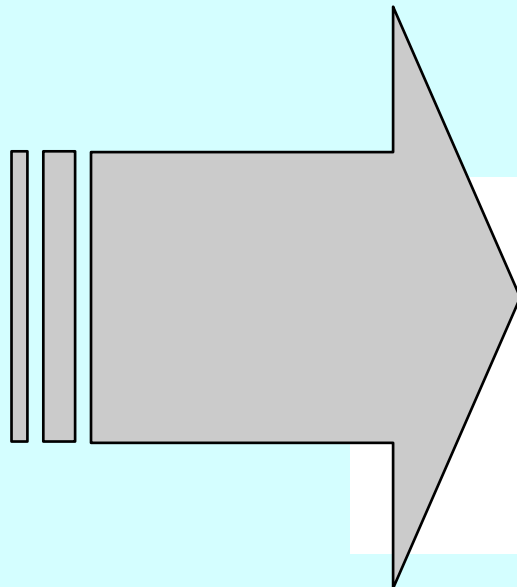


## **STAGE 1**

**Decide what you  
want students to  
know and be able  
to do at the end of  
the unit**

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the unit



## STAGE 2

Determine  
how students will  
show you what  
they can do



### STAGE 3

Plan lessons that  
will enable  
students to show  
you the results  
you want

... Go "Backwards"

### STAGE 1

Decide what you  
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### STAGE 2

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# Designing Instructional Pathways

*National standards*

State standards

*Units*

**Lesson Plans**



Backward Design as an  
organizing principle . . .

for lesson planning

advantages ?

disadvantages ?

## Lesson Plan

Unit \_\_\_\_\_

Lesson Number \_\_\_\_\_ of \_\_\_\_\_

Grade Level \_\_\_\_\_ Time of Year to be Taught \_\_\_\_\_

Stage 1: What will students know and be able to do at the end of this lesson?

*DO*

*KNOW*

What **vocabulary**, **structures** and **culture** do students need in order to meet the learning target?

- What will students be able to do at the end of this lesson that they couldn't do when it started?

- This should be a real-life learning target stated in student-friendly language.

*"You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place."*



# Lesson Plan

Unit *Holiday in Madrid*

Lesson Number 5 of 25

Grade Level MS/HS

Time of Year to be Taught Winter

## Stage 1: What will students know and be able to do at the end of this lesson?

**DO** You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place.

**KNOW** *Vocabulary*  
metro system  
subway station  
line  
destination  
transfer point  
ticket  
exit  
map

*Structures*  
Familiar and formal commands

*Culture*  
normalcy of use of this mode of  
transportation in Madrid  
economical ways of using it

## Lesson Plan

Unit \_\_\_\_\_

Lesson Number \_\_\_\_\_ of \_\_\_\_\_

Grade Level \_\_\_\_\_ Time of Year to be Taught \_\_\_\_\_

**Stage 1: What will students know and be able to do at the end of this lesson?**

*DO*

*KNOW*

**Stage 2: How will you know that students can do that?**

At the end of the lesson, how will you and the students know that they can do the learning target?

## Lesson Plan

Unit *Holiday in Madrid*

Lesson Number 5 of 25

Grade Level MS/HS

Time of Year to be Taught Winter

### Stage 2: How will you know that students can do that?

As a closing activity, students will give me directions \* on how to get from Point A to Point B using the Madrid metro system.

\* students can text, email, or handwrite this information to give to the teacher.



### Stage 3: What instructional activities will be used?

- Opening/Activity 1      Bell ringer: Students poll 5 of their classmates about their top two favorite places they have learned about in Madrid and why they are their favorites. Each student records this information. \* **(5 minutes)**  
Teacher welcomes students and launches the lesson explaining today's learning target. **(1 minute)**
- Activity 2                Teacher provides background information about Madrid's metro system and walks students through the map, how tickets are purchased and fundamental information about getting from Point A to Point B **(20 minutes)**
- Activity 3                Using the activity sheet giving present location and a destination, students work in pairs to determine the route using the Madrid metro system. In Part B of the activity, one student provides directions to follow using the Metro map and the other student has to say what landmark he is near when he arrives at the destination metro station. **(10 minutes)**
- Activity 4                Teacher adds to the basic information about the Madrid metro by introducing the concept of having to change metro lines in order to reach a destination. **(10 minutes)**
- Closing Activity        To assess the day's learning target, the teacher provides students with a landmark in Madrid as a starting point and a destination landmark. Students can text, email, or handwrite this information to give to the teacher **(5 minutes)**

\* Bell ringer information will be woven into tomorrow's lesson.

NEWS

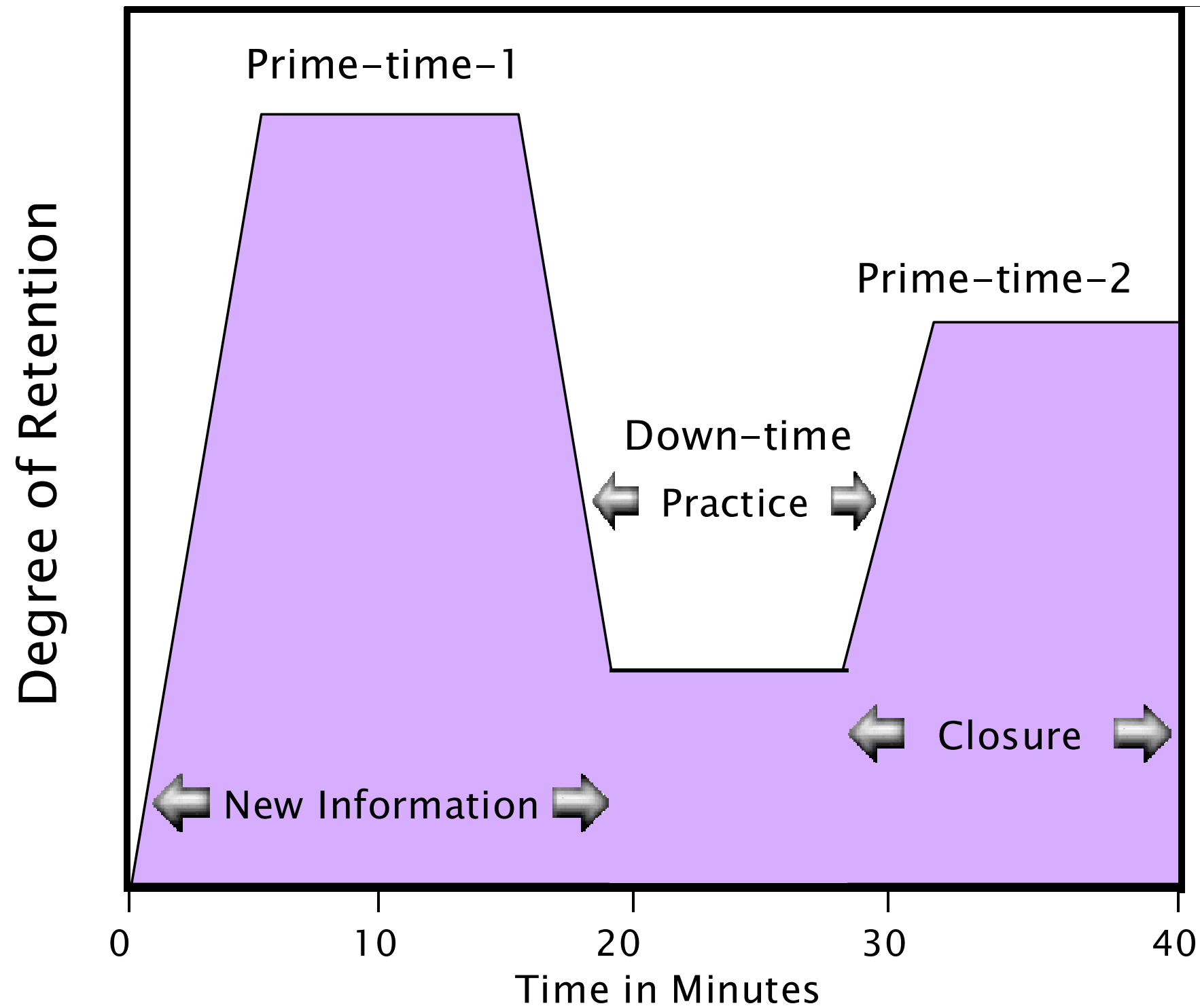
FLASH

from

BRAIN RESEARCH

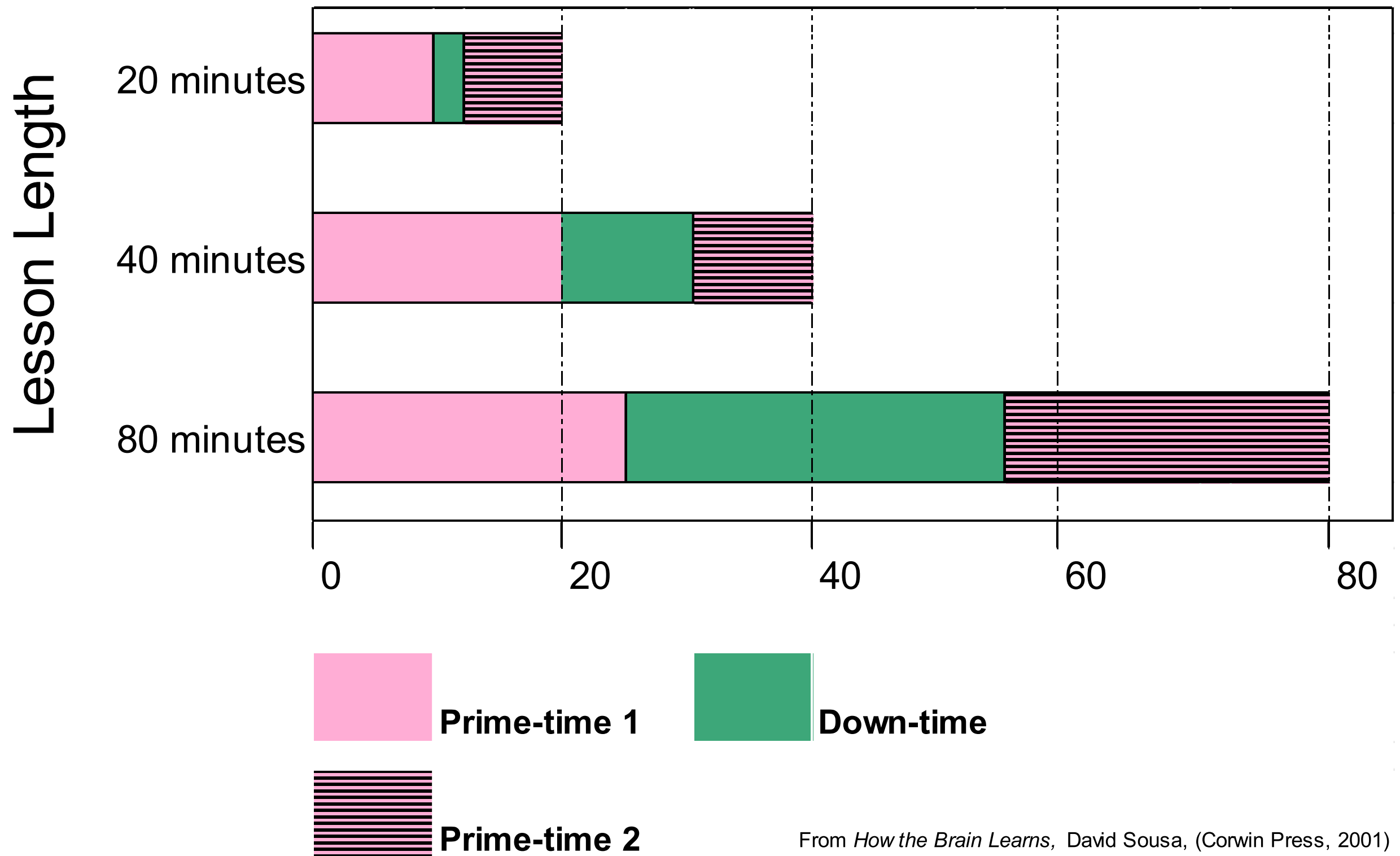


# Retention During a Learning Episode



From How the Brain Learns, David Sousa, (Corwin Press, 2001)

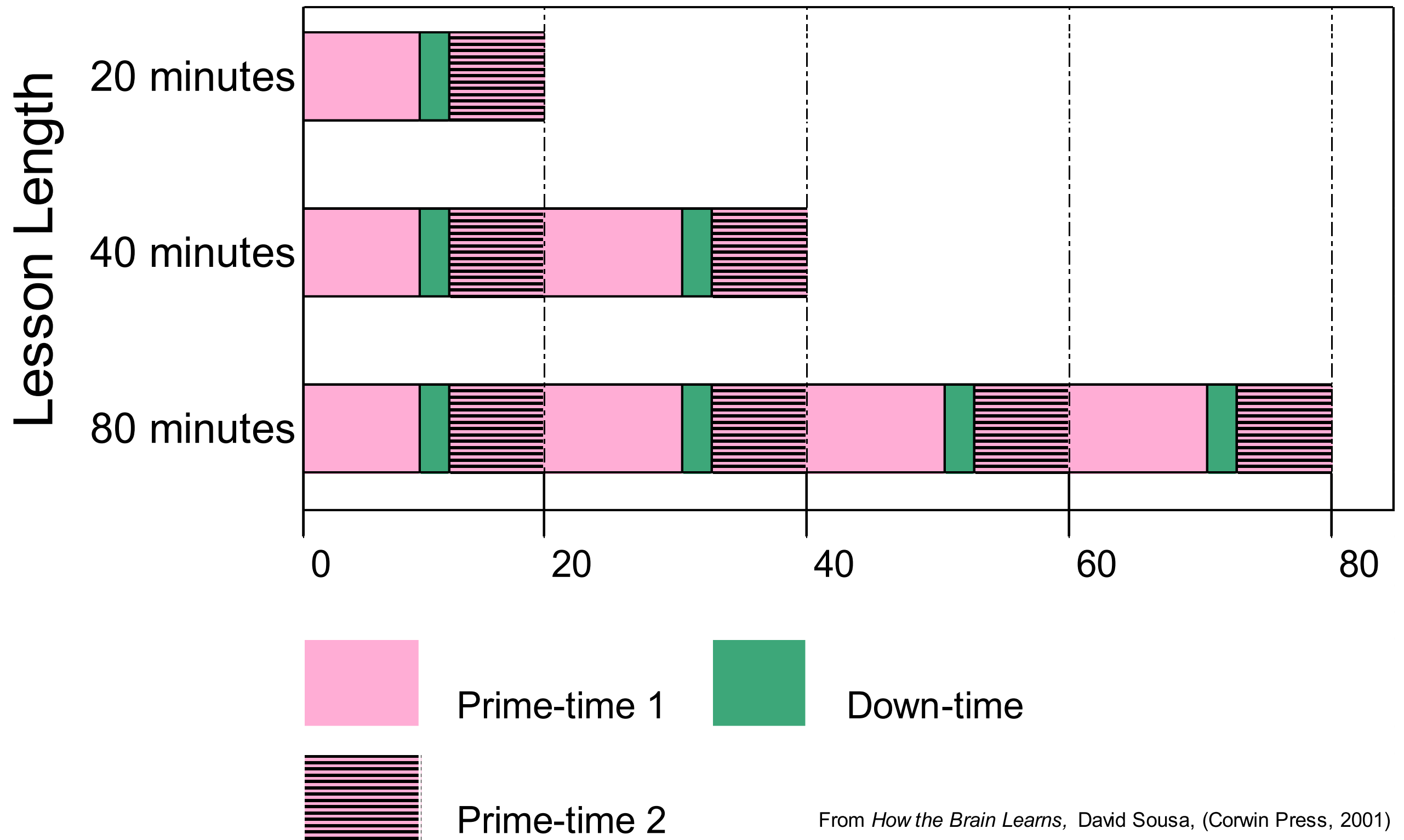
# Approximate Ratio of Prime-Times to Down-Time During Learning Episode



From *How the Brain Learns*, David Sousa, (Corwin Press, 2001)

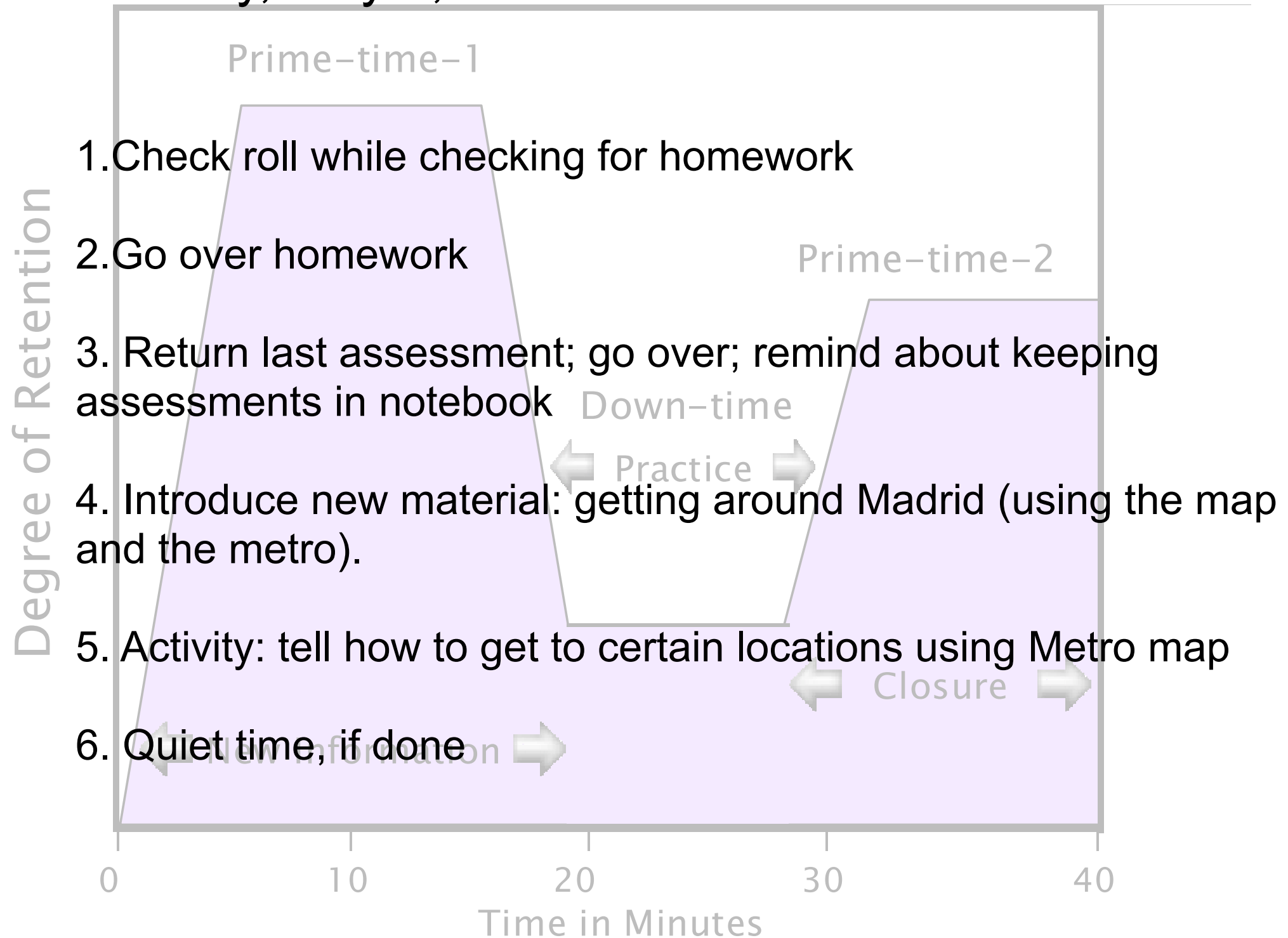


# Approximate Ratio of Prime-Times to Down-Time During Learning Episode



From *How the Brain Learns*, David Sousa, (Corwin Press, 2001)

Monday, May 7, 2012



From How the Brain Learns, David Sousa, (Corwin Press, 2001)

# Implications of the Primacy/Recency Concept on Stage 3 Planning

1. The lesson should NOT start with administrative concerns (e.g., taking attendance, collecting homework, going over homework or some other assignment).

2. After a brief warm-up/bridge to the L2, the most important part of the lesson's work should be targeted while students are the most attentive and receptive.

- new information presented by the teacher
- an activity (or activities) carefully modeled and guided by the teacher
- “prime-time learning”

3. Following Prime-time 1, students should work independently--in pairs or in small groups--to apply what was presented in the major segment of the opening part of class. This parallels Down-time.



# Implications of the Primacy/Recency Concept on Stage 3 Planning

4. For the next segment of the class (Prime-time 2), the teacher has an opportunity to revisit information presented/dealt with in Prime-time 1.

- additional, ratcheted-up information
- expanded application of Prime-time 1 information

5. As a wrap-up of the “first instructional round,” time can be spent going over homework or other assignments, providing information that is not specifically related to classroom instruction.

6. Provide a brief “lift,” e.g., song, movement, “palette cleanser.”

7. Begin next “instructional round.”

# Sample Unit Can Do's



## Module 3:

**Proficiency target:** Novice-mid

### **Objectives:**

- I can tell what I eat/drink for breakfast, lunch, and dinner.
- I can ask and tell about what foods I like & dislike.
- I can say what I want to buy at the grocery store.
- I can read a menu and order what I like or say what others would like on the menu.
- I can tell about healthy and unhealthy foods.
- I can listen and understand someone describe their food likes/dislikes.



# Unpacked Unit Can Do's

- I can tell what I eat/drink for breakfast, lunch, and dinner.
  - I can name some foods and drinks I like for different meals.*
  - I can group foods and drinks according to their appropriateness for breakfast, lunch and dinner.*
  - I can ask what foods and drinks my friends like.*
  - I can ask my friends what foods they prefer for certain meals.*
  - I can tell what meals my family takes together.*
  - I can tell what time I normally take meals on a given day.*
  - I can ask what time meals happen for my friends.*
- I can ask and tell about what foods I like & dislike.
  - I can tell someone what foods and drinks I like.*
  - I can tell someone what foods and drinks I do not like.*
  - I can ask someone what foods they like.*
  - I can ask someone what drinks they like.*
  - I can tell someone the foods and drinks that I like or do not like for particular meals.*
  - I can ask someone about the foods and drinks that they like or do not like for particular meals.*





# Pausing to Reflect



How will what I have learned this morning make me a more effective world language teacher?



# HOMEWORK

Come prepared to share:

1. Three (3) strategies that you use to make your input comprehensible to your students
2. Ideas for authentic listening sources and authentic environmental print
3. Ways that you intend to use technology to facilitate learning with your students





# Failing to plan . . .

# is planning to fail !









### Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

*Do the activities in the lesson . . .*

- give students a reason for needing/wanting to invest in the lesson?
- make the learner the active participant and NOT the teacher?
- engage ALL learners (vs. just one or two at a time)?
- provide multiple and varied opportunities for students to hear words/expressions supported by visualized contexts that make meaning transparent?
- provide authentic reasons for using the words and expressions?
- vary in level of intensity and mode?
- represent the BEST use of instructional time?